



UNIVERSITY
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COMMUNITY COLLEGES

Redesigning Math and English - Student Success Pathway

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Agenda

- **Context for Changes to Developmental Education**
- **Overview of new math and English models and Multiple measures for placement**
- **Early Data - Fall 2016**
- **Campus Perspective**
- **Next Steps**

UHCC Success Rates - 2013 Entering Student Cohort

Math Level:	College-level Success
One-level below	25%
Two-levels below	7%
Three-levels below	3%

English Level:	College-level Success
One-level below	37%
Two-levels below	22%
Three-levels below	11%

UHCC Response

- **Achieving the Dream, Complete College America, Community College Research Center**
- **Developmental Education Redesign at scale**
Curricula, Course Structure and/or Pedagogy
 - **Driven by metrics in the UHCC Strategic Directions**
 - **UHCC Student Success Council and Math and English Taskforce**

- **75%** students placed at one level below college-ready standards will complete their college level English and/or math course **within one semester** of enrolling in English and/or math
- **70%** students placed at two or more levels below college-ready standards will complete their college level English and/or math course **within one year** of enrolling in English and/or math

Math:

- **Math pathways:** Math pathways to align with program and career needs
- **Accelerated:** Restructured classes to reduce time

English:

- **Co-Requisite:** Moving all students, regardless of placement, directly into college level
- **Accelerated:** Restructured courses to reduce time
- **ALP:** Hybrid acceleration and co-requisite model

Alternative measures for placement to increase placement accuracy

- **Using alternatives to single high-stakes exam for placement into college level courses**
- **Self-Reported Measures include using**
 - Cumulative High School GPA of 2.6; **or**
 - High school grades in specified classes; **or**
 - ACT, SAT, Smarter Balanced, GED, HiSET, Writing Sample

English (any of the following)

ACT English	18 or higher
SAT Writing	510 or higher
SBA English	4
Cumulative GPA	2.6 or higher
12 th Grade ELA course <ul style="list-style-type: none"> • ELA 3 • ELA 4 • Expository Writing 1 or 2 • World Literature • American Literature • British Literature • AP English Lang/Comp • AP English Lit/Comp • IB Language A1 Eng Standard Lvl Pt1/2 • IB Language A1 Eng Higher Lvl Pt1/2 • IB English A1-Lang & Lit HL-Yr1/2 	Course grade A or B

Mathematics* (any of the following)

ACT Math	22 or higher
SAT Math	510 or higher
SBA Math	3 or 4
Algebra 2 Course Grade & Cumulative GPA	Alg 2 Grade A or B & Cumulative GPA 2.6 or higher
Introduction to College Mathematics & SBA Math	Intro to Coll Math Grade A or B & SBA Math = 2
Calculus Pathway Math (beyond Algebra 2) & SBA Math <ul style="list-style-type: none"> • Algebra 3 • Trigonometry • Pre-calculus • Analytic Geometry • Calculus • Calculus 3 • AP Calculus 	1.0 credits in calculus pathway math courses with course grade of A or B & SBA Math = 3

Math and English Redesign

Early data shows good progress towards
Strategic Directions metrics

- Increase numbers of students **placing into college level**
- Increased numbers of students **completing college level** work in an accelerated timeframe

More UHCC students completing college level math and English in an accelerated timeframe

		Math	
		Fall 2013 Cohort	Fall 2016 Cohort
Students in Cohort		5,547	4,508
Completed College Level 1 st Semester	Students	355	831
	Pct of Cohort	6%	18%
Completed College Level 4 th Semester	Students	1,114	
	Pct of Cohort	20%	

		English	
		Fall 2013 Cohort	Fall 2016 Cohort
Students in Cohort		5,017	4,104
Completed College Level 1 st Semester	Students	1,296	1,802
	Pct of Cohort	26%	44%
Completed College Level 4 th Semester	Students	2,141	
	Pct of Cohort	43%	

- **More students placed into college level English and math:**
 - Multiple measures created larger pool of students who could have been placed in college level in Fall 2016 (UH self-reported data)
 - Increasing use of multiple measures and ability to access DOE data would significantly increase pool of college level students

Placement Level at Entry	English		
	Fall 2013 Cohort	Fall 2016 Cohort	DOE 2016 Grads*
Total Students	5,017	4,104	2,192
College Level	48%	50%	89%

Placement Level at Entry	Math		
	Fall 2013 Cohort	Fall 2016 Cohort	DOE 2016 Grads*
Total Students	5,547	4,508	2,192
College Level	20%	33%	43%

UH Cohort: New entry students with placement measures
DOE Cohort: Direct entry from DOE

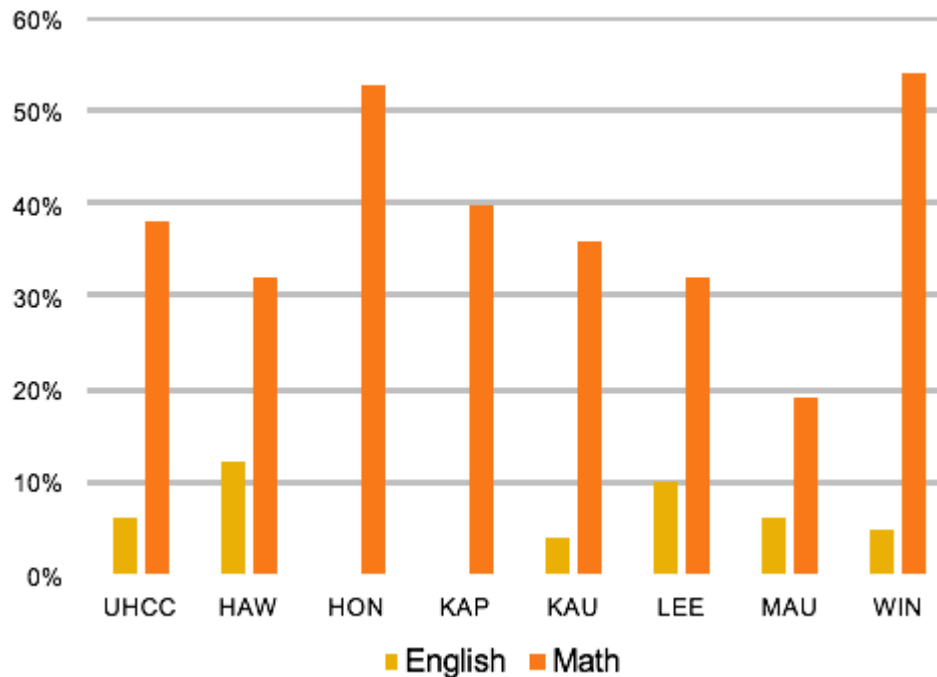
Under-Usage of Multiple Measures for Placement

Campus	English
	Compass Only
UHCC Average	49%
HAW	47%
HON	68%
KAP	24%
KAU	56%
LEE	60%
MAU	46%
WIN	37%

Campus	Math
	Compass Only
UHCC Average	52%
Hawai'i	46%
HON	71%
KAP	35%
KAU	56%
LEE	64%
MAU	47%
WIN	41%

UHCC Fall 2016 Under-placement

% students who were placed into college level but enrolled in below college level

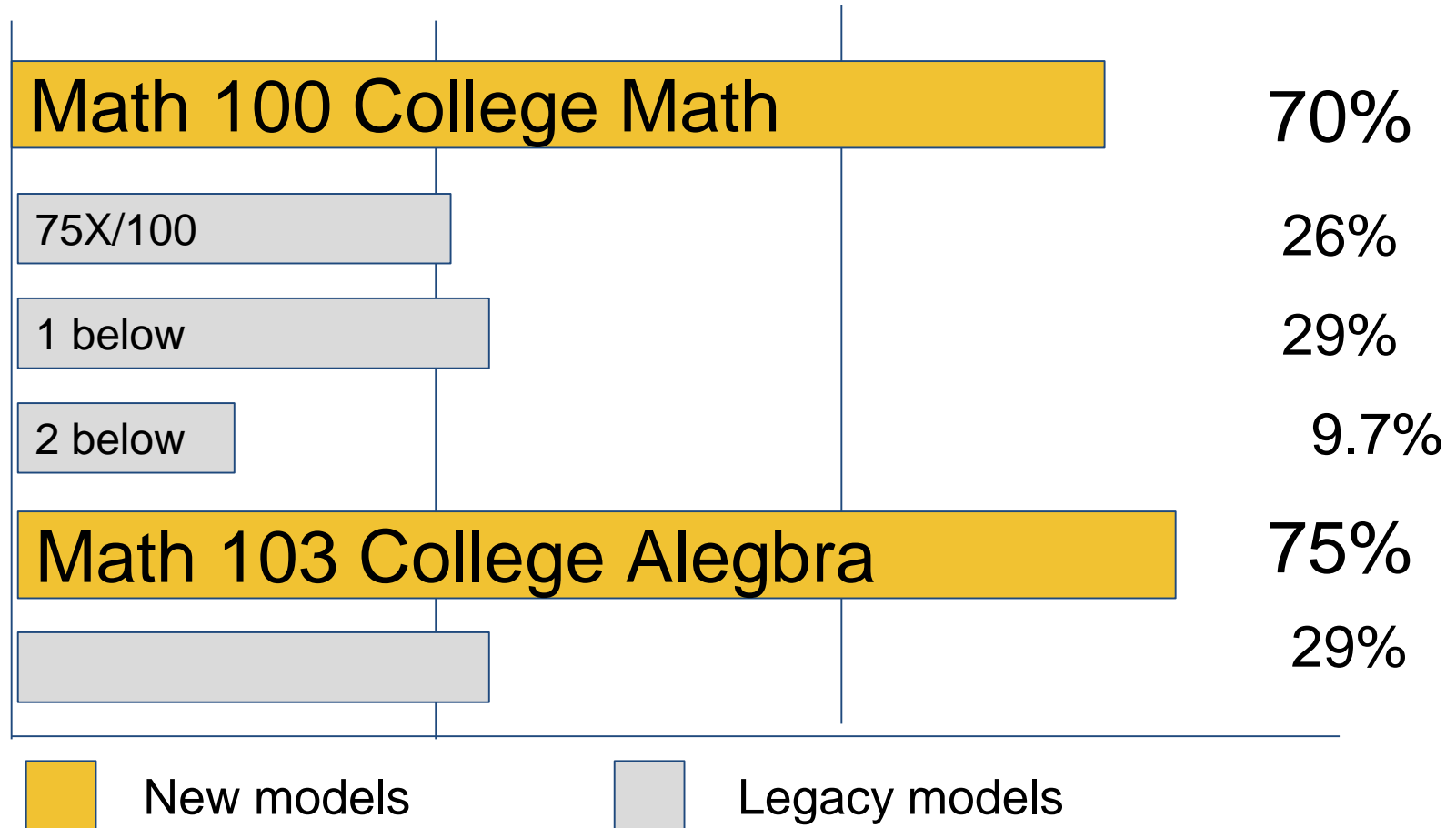


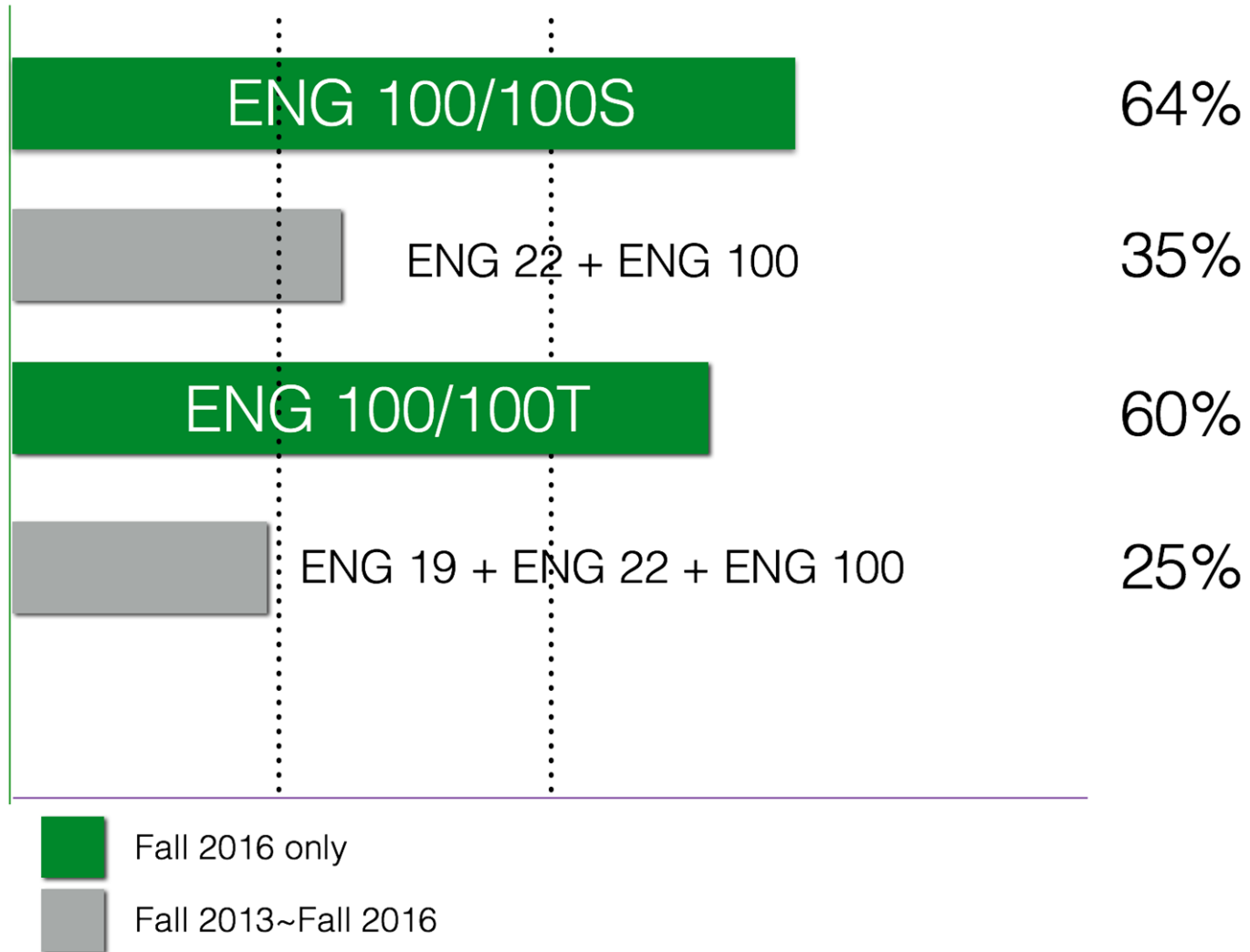
Campus	Math
UHCC	38%
HAW	32%
HON	53%
KAP	40%
KAU	36%
LEE	32%
MAU	19%
WIN	54%

% students not enrolled in math or English in first semester

Campus	Didn't enroll	
	Fall 2016 English	Fall 2016 Math
UHCC	27%	42%
HAW	41%	66%
HON	31%	43%
KAP	31%	32%
KAU	39%	33%
LEE	12%	40%
MAU	22%	44%
WIN	35%	37%

Campus Perspective Leeward CC - Fall 2016





ENGLISH MODEL FALL 2016

*Instructors decide on the make up of the class.
Instruction covers all four days.*

ENG 100 + 1 CREDIT (TE credits = 6)

Students will attend class for four days a week, each class lasting one hour and fifteen minutes, or a total of six hours per week, essentially double the amount of class for traditional ENG 100 without a co-requisite. Students will pay for only four credits for this class.

M	T	W	R
ENG 100 LECTURE	ENG 100S OPTIONS <ul style="list-style-type: none"> LECTURE TUTORING GROUP WORK 	ENG 100 LECTURE	ENG 100S OPTION <ul style="list-style-type: none"> LECTURE TUTORING GROUP WORK

ENG 100 + 2 CREDITS (TE credits = 6)

Students will attend class for four days a week, each class lasting one hour and fifteen minutes, or a total of six hours per week, essentially double the amount of class for traditional ENG 100 without a co-requisite. Students will pay for only five credits for this class

M	T	W	R
ENG 100 LECTURE	ENG 100T OPTION <ul style="list-style-type: none"> LECTURE TUTORING GROUP WORK 	ENG 100 LECTURE	ENG 100T OPTION <ul style="list-style-type: none"> LECTURE TUTORING GROUP WORK

ENG 100T MANDATORY <ul style="list-style-type: none"> TUTORING WRITING CENTER

*success rates for ENG 100 + 1 and ENG 100 + 2 will be configured separately from ENG 100 (3 credits)

Why do co-requisite classes work?

Implementation – New Measures Campus Perspective

More days, more class time

Implementation – New Models Campus Perspective

Embedded tutors

Next Steps for Math and English Redesign

- Promote **peer to peer** sharing and learning to improve models
- Focus on **pedagogy**, not just structure
- Use data to guide improvements
- Evaluate **STEM** pathway to address **completion**

Next Steps for Multiple Measures

Driven by findings from Fall 2016 Data

- **Increase usage** of multiple measures
- **Place students** in the **highest** level
- **Enroll students** in the **highest** level
- **Enroll students** in math and English **within first 30 credits**

- Intentionally designed, clear and structured **experiences** for students from point of interest through graduation to transfer or career



UHCC Student Success Resources

- **UHCC Student Success Council Online Resource Center:**

www.uhcc.hawaii.edu/success

- **Questions?**

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Success is What Counts

The Journey Continues



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